

More at Four Teachers in Nonpublic Schools Gain Access to Comprehensive BK Licensure Services

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More at Four (MAF) teachers, regardless of the setting, are required to have Birth through Kindergarten (B-K) Standard Professional 2 (B-K SP2) licensure within a specified timeframe to remain in a More at Four classroom. In North Carolina, a teacher who successfully completes an accredited B-K teacher education program graduates with an initial B-K (Standard Professional 1) license. To reach the B-K SP 2 license, the highest level of licensure required by the NC State Board of Education, teachers must complete a teacher induction program – **Beginning Teacher Support Program (BTSP)** – for three years. It is during this time that teachers are mentored and evaluated to determine what supports are needed to ensure their success.

The Teacher Licensure Unit (TLU) within the Office of School Readiness/NC Department of Public Instruction provides mentoring and evaluation services to support teachers throughout the licensure process (NC State Board of Education [SBE] approved, January 2007). The licensure path is clearly delineated with a carefully defined set of guidelines, performance expectations and evaluations, prescribed professional development and support services provided to the SP 1 licensed teacher, as required by SBE policy. The purpose of these services is to help support newly licensed teachers, during their first three years of teaching, with the goal of developing effective teachers resulting in better child learning outcomes.

Now More at Four teachers who work in nonpublic schools have the same access and opportunity for a successful teaching experience as their peers who work in public MAF pre-k classrooms.

The cornerstone of the licensure process is a teacher's demonstration of successful teaching in the pre-k classroom. The **Pre-Kindergarten and Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI)**: <http://education.uncc.edu/pkktpai/> is the teacher performance evaluation tool used by the teacher (self-assessment); the mentor (formative assessment/development of the teacher's growth plan); and the evaluator (assess teacher progress over time to ensure quality teaching standards are met) throughout the teacher licensure process – B-K SP 1 and SP 2 licensed teachers.

These services are also available to More at Four teachers who meet the provisions for a lateral entry license through the Lateral Entry Teacher Program (LETP). The lateral entry license is another type of initial license granted to teachers who do not have any type of teaching license, but meet specific criteria to pursue the B-K license through an accredited teacher education program. The majority of More at Four teachers fall under this category. Because all are required to work toward licensure (n=452), they now have the same pathway and bridge to the SP 2 license as the teacher with an initial B-K (SP 1) license. Under the TLU, MAF teachers eligible for a lateral entry license may remain

The Pilot Program (n=27 teachers in seven counties) was implemented in January 2007. As of January 2008, there are 120 eligible MAF teachers representing 22 counties currently registered with the TLU. Seventy-six of these teachers are active-receiving services. About half of these teachers have an initial B-K SP 1 license or lateral entry provisional B-K license. While Guilford, Durham, Mecklenburg and Wake counties have the highest concentration of eligible teachers, teachers from across the state – Buncombe in the west to Camden in the east – are also being served. This represents about 20% of the eligible population of MAF teachers in nonpublic schools.

The TLU team consists of 23 highly qualified and formally trained TLU Mentor Teachers (B-K SP 2 licensed) and Evaluators.

WHO IS ELIGIBLE TO PARTICIPATE IN THE TLU?

1. MAF Teachers with a B-K Standard Professional 1 (current or expired) licenses
2. MAF Teachers with a B-K Standard Professional 2 licenses (current or expired)
3. MAF Teachers who meet lateral entry licensure requirements (see a. and b. below), and have successfully completed at least half or more of the required *B-K coursework toward the B-K license.
 - a. BA/BS degree in early childhood, child development, or a related field (human development and family studies, or psychology) with at least an overall 2.5 GPA, or
 - b. BA/BS degree in an unrelated field (e.g., biology) and at least 24 semester hours in early childhood education, child development, human development and family studies, or psychology with at least and overall 2.5 GPA.

**The OSR partners with the T.E.A.C.H. Early Childhood Program to provide education scholarships to eligible MAF teachers working on B-K or Preschool Add-on licensure. For more information or to apply for a T.E.A.C.H. scholarship, health insurance reimbursement, or WAGES call 919.967.3272 or link to www.childcareservices.org.*



North Carolina
Office of School Readiness
Department of Public Instruction



WHAT ARE BIRTH-THROUGH-KINDERGARTEN EDUCATION PROGRAMS?

Birth-Kindergarten programs are designed to prepare educators to work with children, birth through age five, with and without disabilities. Each institution of higher education (4-year colleges/universities) offers an inclusive, interdisciplinary course of study leading to the **North Carolina B-K teacher license**. Individuals completing the requirements for this license will be prepared to enter the profession of teaching infants, toddlers, preschoolers, and kindergartners in public schools, child care programs, and developmental day centers. Teachers will also acquire skills to assist the families of young children. The interdisciplinary approach includes early childhood education, special education, child and family studies, and elementary education.

in their MAF classroom while completing B-K requirements, including supervised teaching, just as a public school teacher is allowed.

During the lateral entry period and the BTSP (concurrent), the teacher will be observed by a TLU evaluator four times (with the PKKTPAI) each year. The TLU assigns a mentor teacher who guides the teacher through the development of an **Individual Growth Plan (IGP)**. It is important to collaborate with available community resources (e.g., Smart Start, CCR&R, Head Start, literacy coaches) to ensure the support and technical assistance are consistently grounded in the B-K teacher education standards, the PKKTPAI, and *Foundations: Early Learning Standards for North Carolina Preschools and Strategies for Guiding Their Success*.

“At first I felt completely overwhelmed by the process, but once I met my mentor teacher, I felt I was surrounded by support. She let me know that she was there to help me succeed – she was not ‘out to get me.’” More at Four Teacher, Lateral Entry Provisional B-K License, Wake County, December 2007

With mentoring and evaluation services in place, MAF teachers in nonpublic schools will be able to complete the full teacher licensure process, converting from an initial license (SP 1) to a full license (SP 2), and maintaining their B-K licenses over time, giving more pre-k children in private child care centers and Head Start programs access to a fully qualified B-K SP 2 licensed teacher.

The mission of the NC Office of School Readiness (OSR) is to prepare children for school success through high-quality early education. (www.osr.nc.gov). The office supports preschool programs throughout North Carolina, in public schools and licensed child care centers, including: Even Start Family Literacy, Head Start State Collaboration Office, More at Four Pre-Kindergarten Program, Preschool Exceptional Children and Title I Preschool. The Office of School Readiness promotes high-quality early educational opportunities that children need in order to be ready for school success.

TLU MENTORING AND EVALUATION SERVICES

TLU MENTORS. After completing a 24-hour DPI Mentor Teacher Training Course, mentors provide ongoing teacher support through site-based and other strategies. Mentors guide teachers in the development of a written **Individual Growth Plan (IGP)** in collaboration with the site/administrator. Current TLU mentors are contracted personnel – licensed teachers (may be classroom-based), public school preschool administrators, Smart Start Partnership staff, and other qualified individuals.

“I provide resources and connect teachers to supports that will strengthen their skills; we respond to what we see and discuss during these observations in an objective fashion.” TLU Evaluator/Mentor Teacher, December 2007

TLU EVALUATORS. After completing a two-day Pre-K & K TPAI training (with pre-k classroom observations), personnel with experience as public school licensed teachers, principals, administrators, preschool coordinators, and higher education faculty conduct observations and evaluations of MAF teachers participating in the LETP and the BTSP.

“Everything we’re doing – teaching, mentoring, evaluating – is for the child. Research shows effective teachers lead to better child outcomes.” TLU Evaluator/Mentor Teacher, December 2007



MORE AT FOUR TEACHERS IN NONPUBLIC SCHOOLS: EDUCATION & LICENSURE CHARACTERISTICS

TEACHER EDUCATION	<ul style="list-style-type: none"> • 63% (394) report BA/BS degree or higher (some related fields); in various stages of B-K completion • 36% (220) AA/AAS or working on AA/AAS and B-K License
B-K LICENSURE	<ul style="list-style-type: none"> • 15% (95) B-K or Preschool Add-on (most with Initial or SP 1 License) • 1% (6) Provisional B-K License • 9.9% (61) other Teacher’s License • Majority (~452 teachers in nonpublic schools) working toward licensure

Citation: Haenn, J.F. (2007). Evaluation of the North Carolina More at Four Pre-Kindergarten Program: Year 5 (July 1, 2005-June 30, 2006) Program Characteristics and Services. Raleigh, NC: Office of School Readiness, NC Department of Public Instruction